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ABSTRACT

This study questions the practice of establishing community college faculty salaries on the basis of graduate hours accrued, number of years of teaching experience, and student evaluation of teaching effectiveness. The level of graduate credit of 109 full-time faculty members of Hinds Junior College (Mississippi) in fall, 1976, was compared with student evaluations of teacher effectiveness. Teachers holding only the master's degree received the highest (4.47) rating on a one to five scale, while those holding a master's and graduate hours up to 24 were rated at 4.28, and those with more hours were also rated at 4.28. Years of teaching experience were also compared with student ratings, with teachers having four to seven years receiving a high rating of 4.42, followed by 4.33 for those with zero to three years experience and 4.26 for those with eight or more years. When ratings were subjected to an analysis of variance, however, no significant differences were found between or within faculty groupings, raising the question of the validity of using these criteria for establishing salary scale policies. (RT)

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THE RELATIONSHIP BETWEEN NUMBER OF GRADUATE SEMESTER HOURS, YEARS OF TEACHING EXPERIENCE AND STUDENT EVALUATION OF OVERALL RATING OF INSTRUCTORS FOR A SELECTED SAMPLE OF JUNIOR COLLEGE FACULTY

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INTRODUCTION

A common practice in many community and junior colleges for recognizing teaching effectiveness is the salary payment on the basis of faculty graduate degrees, number of additional graduate hours, and number of years of teaching experience. The Master's Degree is generally considered as the minimum entry level degree for people who wish to teach in the college parallel program. Many colleges give additional pay to faculty for additional blocks or levels of graduate work beyond the Master's Degree.

In addition, almost all community and junior colleges use various criteria to assess or recognize the teaching effectiveness of the faculty. A common type of measurement scale which is used to evaluate and ostensibly improve instruction is a student evaluation of faculty members. Typically, the student evaluation is completed anonymously by the students enrolled in the faculty members' courses.

Based on common practice and conventional wisdom it would appear that there should be a statistically significant relationship between the number of hours of graduate credit, number of years of teaching experience, and teaching effectiveness as rated

by students on a student evaluation of instruction rating form. This particular study was conducted to investigate the relationship among the number of graduate semester credit hours of the faculty, the number of years teaching experience of this faculty, and the ratings they received on the 5-point student evaluation of instruction form relating to the question, "Overall how would you rate this instructor?" This study was conducted to investigate the relationship between the level of graduate training of faculty and the ratings received by them from students on the question, "Overall how would you rate this instructor?" The study was also conducted to investigate the relationship between the number of years of teaching experience of faculty and the ratings received by them from students on the question, "Overall how would you rate this instructor?"

This study was designed to answer the questions of whether ratings received by faculty from students is higher, as their level of graduate training increases, and also whether those with the most years of teaching experience receive the highest ratings from students. The following hypotheses, stated in null form, were tested:

1. There are no statistically significant differences between faculty members with Master's Degrees; those with Master's + 12 semester hours, and Master's + 24 semester hours; Master's + 36 semester hours, Master's + 48 semester hours, and Doctorate on the student evaluation rating, "Overall how would you rate this instructor?"

2. There are no statistically significant differences between faculty members with three or fewer years

experience, four through seven years experience, and eight or more years experience on the student evaluation rating, "Overall how would you rate this instructor?"

SUBJECT, METHODS, AND PROCEDURES

The subjects for this study were 109 full-time faculty members who had Master's Degrees and additional graduate credit and whose teaching experience ranged from 0 to more than 11 years. The actual number of faculty at each of the 3 levels of graduate training was 40, 31, 38, but 9 from level 1 and 7 from level 3 were randomly thrown out so that each cell in the ANOVA would be equal. For the Fall 1976 Semester the number of faculty members at each level of graduate credit and the $\bar{X}$ rating received on 5-point student evaluation of instruction rating scale (5 being the highest, 1 being the lowest) on the question, "Overall how would you rate this instructor?" are shown in Table 1.

Table 1

Level of graduate credit	N	$\bar{X}$ score on "Overall how would you rate this instructor?"
Master's	31	4.47
Master's + 12 graduate hours AND Master's + 24 graduate hours	31	4.28
Master's + 36 graduate hours AND Master's + 48 graduate hours AND Doctorate	31	4.28
Total	93	4.34

The actual number of faculty at each of the 3 levels of years of teaching experience was 29, 33, 47, but 4 from group 2 and 18 from group 3 were randomly thrown out so that each cell in the ANOVA would be equal. The number of faculty members at each level of teaching experience and the $\bar{X}$ rating received on a 5-point student evaluation of instruction rating scale (5 being the highest, 1 being the lowest) on the question, "Overall how would you rate this instructor?" are shown in Table 2.

Table 2

Number of Faculty at Each
Level of Teaching Experience

Levels of experience (years)	N	$\bar{X}$ score on "Overall how would you rate this instructor?"
0 - 3	29	4.33
4 - 7	29	4.42
8 & above	29	4.26
Total	87	4.34

RESULTS

An analysis of variance (ANOVA) was computed to test the mean differences in ratings received by faculty members at each of 3 levels of graduate credit and at each of 3 levels of years of teaching experience.

Table 3 shows the ANOVA summary for ratings received by faculty members at three different levels of graduate credit.

Table 3

ANOVA Summary Table
Levels of Graduate Credit

Source	SS	df	MS	F	P
Total	14.31	92	--		
Between groups	.78	2	.39	2.60	n.s.
Within	13.58	90	.15		

As shown in Table 3, hypothesis number one concerning no statistically significant differences between groups of faculty at 3 levels of graduate credit on the student evaluation rating, "Overall how would you rate this instructor?" was accepted because an F value of 3.09 is needed to reject at the .05 level.

Table 4 exhibits the ANOVA summary for ratings received by faculty members at three different levels of teaching experience.

Table 4

ANOVA Summary Table
Level of Teaching Experience

Source	SS	df	MS	F	P
Total	13.86	86	--		
Between groups	.36	2	.18	1.13	n.s.
Within groups	13.50	84	.16		

As shown in Table 4, hypothesis number two concerning no statistically significant differences between groups of faculty at 3 levels of teaching experience on the student evaluation rating, "Overall how would you rate this instructor?" was accepted because an F value of 3.09 is needed to reject at the .05 level.

RECOMMENDATION

This study indicated a possible need for further research on the following questions:

1. Is there a relationship between the common practices of paying faculty for graduate hours and/or teaching experience and the faculty's teaching effectiveness as measured by student evaluation of instruction?
2. Should student evaluation of instruction be an additional factor in rewarding teaching effectiveness?

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